2017 Student Success Scorecard

Results for the colleges of the Kern Community College District (KCCD)

KCCD Institutional Research and Reporting
October 2017

Established in 2004, the Student Success Scorecard was originally called Accountability Reporting for Community Colleges (ARCC). It was created in response to Assembly Bill AB1417, designed to make policymakers, local college officials, elected boards, and the public aware of system and college performance. In 2013, at the recommendation of the Student Success Task Force, the annual ARCC report changed format to become the Student Success Scorecard.

The California Community College Chancellor's Office (CCCCO) provides student success scorecards for each California Community College. To see the actual scorecard, visit the CCCCO Student Success Scorecard website at http://scorecard.cccco.edu/scorecard.aspx.

The reporting framework for the Student Success Scorecard consists of:

- State of the System Report
- Individual College Scorecards
    - College Profile
    - Outcomes for six student success metrics
- Datamart 2.0 – online querying of scorecard data
- Data on Demand – unitary data available for researchers

The following pages contain the results for the **2017 version of the Student Success Scorecard**, which includes outcomes for five cohorts for each of the three colleges in the Kern Community College District.

College Profile for 2015-16 Students

College Profile Explanation: The college profile includes all students in the latest complete academic year, not just students in the student success scorecard cohort. The profile includes college characteristics and student demographics.

2015-16 College Characteristics

From 2014-15 to 2015-16, CC experienced a 16.8% increase in Full-Time Equivalent Students (FTES), BC experienced a 3.2% increase, and FTES at PC remained virtually identical. The student-counseling ratio decreased at all three colleges, with the largest change at PC.

2015-16 College Characteristics	BC	CC	PC
Full-Time Equivalent Students	14,820.6	2,953.1	3,019.9
Credit Sections	3,766	1,057	849
Non-Credit Sections	27	12	5
Median Credit Section Size	29	20	30
Full-Time Faculty Percentage (Districtwide)		67.8%	
Percentage of First-Generation Students	53.9%	36.2%	60.9%
Student to Counseling Ratio	979:1	457:1	537:1

2014-15 College Characteristics (As a comparison)	BC	CC	PC
Full-Time Equivalent Students	14,367.0	2,527.5	3,022.5
Credit Sections	3,506	1,061	812
Non-Credit Sections	27	11	5
Median Credit Section Size	30	20	30
Full-Time Faculty Percentage (Districtwide)		65.8%	
Percentage of First-Generation Students	53.3%	35.3%	59.2%
Student Counseling Ratio	1,044:1	502:1	874:1

2015-16 Student Demographics

The table below includes demographics for all students in the 2015-16 academic year. There were more females than males at each college. Students between the ages of 20 to 24 years old were the largest age group at both BC and PC, while students 25 to 39 years old were the largest at CC. Hispanic/Latino students made up the majority at BC and PC, while White students were the most prevalent at CC.

2015-16 Student Demographics	BC	CC	PC
Students (Unduplicated)	27,627	6,898	5,195
Female	53.8%	61.6%	60.5%
Male	45.6%	38.3%	39.4%
Not Reported	0.6%	0.1%	0.1%
< 20 years old	31.7%	20.2%	33.7%
20 to 24 years old	34.0%	23.9%	34.6%
25 to 39 years old	26.0%	36.4%	24.9%
40+ years old	8.3%	19.5%	6.8%
African American	4.1%	4.1%	0.9%
American Indian	0.4%	1.4%	0.8%
Asian	2.1%	2.5%	1.5%
Filipino	1.7%	1.4%	1.8%
Hispanic	66.3%	38.3%	76.4%
Pacific Islander	0.1%	0.3%	0.1%
White	21.2%	46.4%	16.2%
Two or More Races	3.0%	5.2%	2.3%
Not Reported	1.0%	0.3%	0.1%

Completion Rate Explanation: The percentage of first-time degree and/or transfer-seeking students who completed a degree, certificate or transfer related outcome within six years.

Cohort Description: First-time students with a minimum of six units earned who attempted any Math or English course in their first three years.

Outcome Description: Achievement in one of the following outcomes within six years: earn an AA/AS or Certificate, transfer to a 4-year institution, or attain 'Transfer Prepared' status (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or better).

2017 Results at a Glance

BC	CC	PC
37.7% ⬇	**38.9%** ⬇	**44.8%** ⬇

Results for the Most Recent Cohort (2010-11 to 2015-16)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of the overall Completion rates at the KCCD colleges as well as the statewide average. PC and CC were near the statewide completion rate in the first studied cohort, but all three colleges fell below the statewide completion rate among the two most recent cohorts.
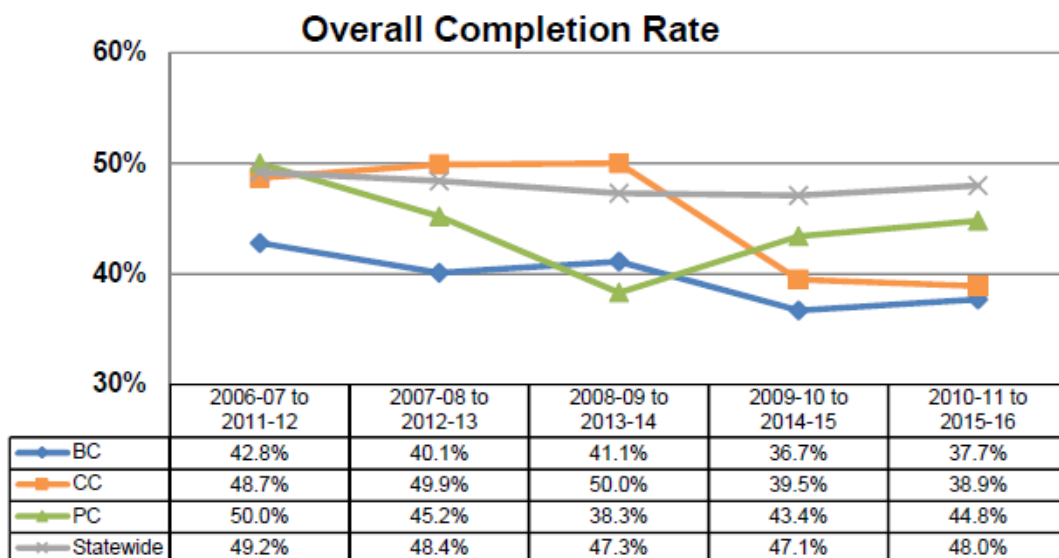
A Focus on Achievement Gaps

The table below shows Completion rates by preparation level for KCCD students in the 2010-11 through 2015-16 cohort. Results indicate that prepared students had higher success rates at all three colleges.

Overall Completion Rate

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16
BC	42.8%	40.1%	41.1%	36.7%	37.7%
CC	48.7%	49.9%	50.0%	39.5%	38.9%
PC	50.0%	45.2%	38.3%	43.4%	44.8%
Statewide	49.2%	48.4%	47.3%	47.1%	48.0%

Completion Rate by Preparation Level	BC	CC	PC
Cohort Size	2,710	547	697
% of Cohort Prepared	18.1%	19.7%	9.5%
Overall	**37.7%**	**38.9%**	**44.8%**
Prepared	63.1%	64.8%	77.3%
Unprepared	32.2%	32.6%	41.4%

Metric Results: Persistence Rate

Persistence Rate Explanation: The percentage of first-time degree and/or transfer-seeking students who enrolled in three consecutive primary terms anywhere in the system. This is a milestone or momentum point metric - research shows students with sustained enrollment are more likely to succeed.

Cohort Description: First-time students with a minimum of six units earned who attempted any Math or English Course in their first three years.

Outcome Description: Students attempted a credit course in each of their first three consecutive primary semesters at any CA Community College (CCC). Students who received a degree, certificate or transferred to a four-year institution within the first three consecutive terms were also counted as meeting the outcome.
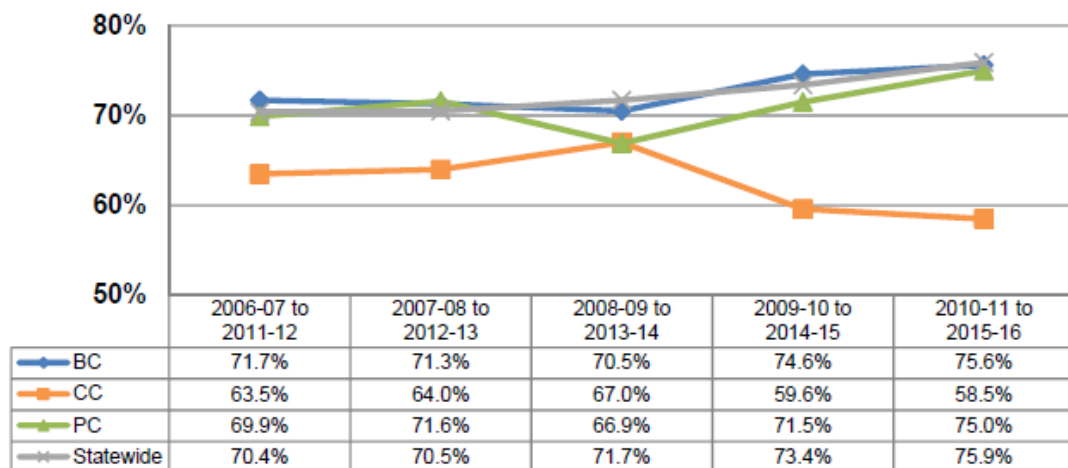
2017 Results at a Glance

BC	CC	PC
75.6% ⬆	**58.5%** ⬇	**75.0%** ⬆

Results for the Most Recent Cohort (2010-11 to 2015-16)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of the overall Persistence rates at the KCCD colleges as well as the statewide average.

Overall Persistence Rate

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16
BC	71.7%	71.3%	70.5%	74.6%	75.6%
CC	63.5%	64.0%	67.0%	59.6%	58.5%
PC	69.9%	71.6%	66.9%	71.5%	75.0%
Statewide	70.4%	70.5%	71.7%	73.4%	75.9%

A Focus on Achievement Gaps

The table below shows Persistence rates by age for KCCD students in the 2010-11 through 2015-16 cohort. At CC, students 40 years or older were most likely to persist for three consecurtve terms. At BC, students under 20 and students over 40 displayed persistence above the statewide average of 75.9%. At PC, all age groups persisted at rates above 70%.

Persistence Rate by Age, 10-11 to 15-16 Cohort	BC	CC	PC
All Students	**75.6%**	**58.5%**	**75.0%**
< 20 years old	77.7%	57.1%	74.6%
20 - 24 years old	59.6%	57.1%	75.8%
25 - 39 years old	69.5%	59.2%	80.0%
40+ years old	77.4%	74.4%	71.0%

Metric Results: 30 Unit Rate

30 Unit Rate Explanation: The percentage of first-time degree and/or transfer-seeking students who achieve at least 30 units within six years. This metric is also a milestone or momentum point because the attainment of 30 units tends to be positively correlated with completion and wage gain.

Cohort Description: First-time students with a minimum of six units earned who attempted any Math or English course in their first three years.

Outcome Description: Earned at least 30 units (any credit units) in the CCC system within six years.
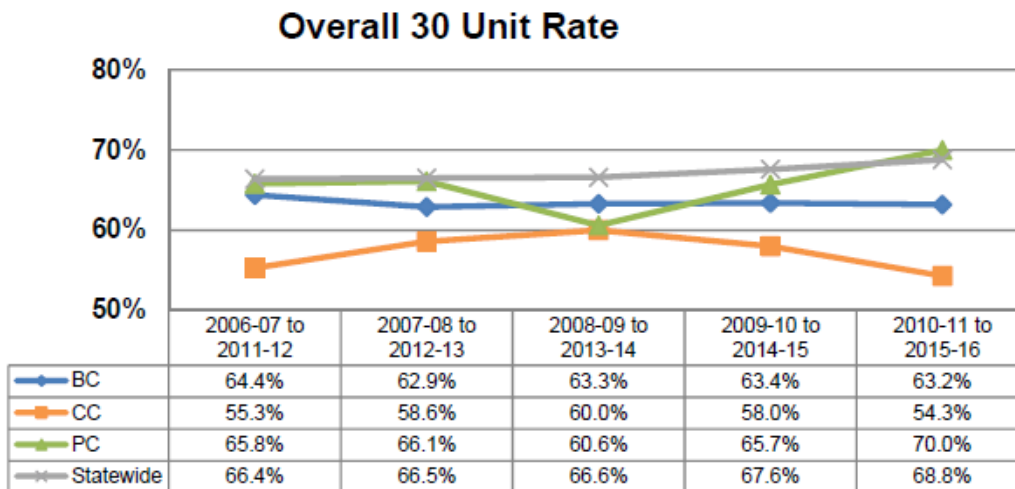
2017 Results at a Glance

BC	CC	PC
63.2% ⬇	**54.3%** ⬇	**70.0%** ⬆

Results for the Most Recent Cohort (2010-11 to 2015-16)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of the overall 30 Unit Completion rates at the KCCD colleges as well as the statewide average.

Overall 30 Unit Rate

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16
BC	64.4%	62.9%	63.3%	63.4%	63.2%
CC	55.3%	58.6%	60.0%	58.0%	54.3%
PC	65.8%	66.1%	60.6%	65.7%	70.0%
Statewide	66.4%	66.5%	66.6%	67.6%	68.8%

A Focus on Achievement Gaps

The table below shows the overall 30 Unit Completion rates by ethnicity for KCCD students in the 2010-11 through 2015-16 cohort. At BC, among groups with 30 or more students, Asian and Filipino students completed 30 units at rates substantially greater than the statewide average, while African American students completed at a rate over 17 percentage points below the state average. At CC and PC, only Hispanic and White had more than 30 students in the cohort. At CC, Hispanic students completed 30 units at a slightly higher rate than White students, while at PC White students completed 30 units at a slightly higher rate than Hispanic students.

Rates in gray italics indicate groups of fewer than 30 students.

Overall 30 Unit Rate by Ethnicity			
10-11 to 15-16 Cohort	**BC**	**CC**	**PC**
All Students	**63.2%**	**54.3%**	**70.0%**
African American	51.0%	*56.0%*	*66.7%*
American Indian	*60.0%*	*34.8%*	*100.0%*
Asian	89.1%	*75.0%*	*81.3%*
Filipino	83.8%	*28.6%*	*78.9%*
Hispanic	61.7%	57.7%	69.9%
Pacific Islander	*25.0%*	*0.0%*	*50.0%*
White	66.5%	54.7%	70.5%

Metric Results: Remedial Math Progress Rate

Remedial Math Progress Rate Explanation: The percentage of credit students who start below college level in Math and continue to successfully complete a college-level course in the same discipline within six years.

Cohort Description: Students attempting a Math course coded at below college level. Placement into the cohort occurs when the student first attempts a course below college level in the specific discipline.

Outcome Description: Successful completion of a college level Math course within six years.
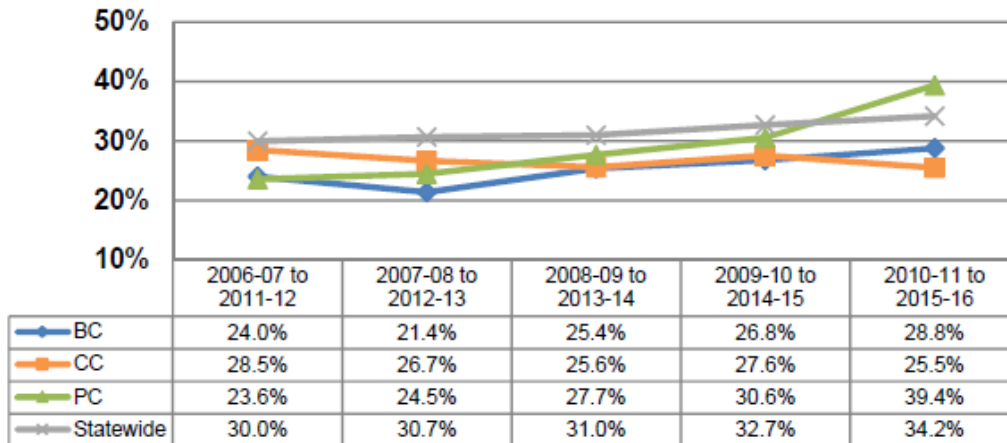
2017 Results at a Glance

BC	CC	PC
28.8% ⬆	**25.5%** ⬇	**39.4%** ⬆

Results for the Most Recent Cohort (2010-11 to 2015-16)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of Remedial Math Progress rates at the KCCD colleges as well as the statewide average.

Remedial Math Progress Rate

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16
BC	24.0%	21.4%	25.4%	26.8%	28.8%
CC	28.5%	26.7%	25.6%	27.6%	25.5%
PC	23.6%	24.5%	27.7%	30.6%	39.4%
Statewide	30.0%	30.7%	31.0%	32.7%	34.2%

A Focus on Achievement Gaps

The table below shows Remedial Math Progress rates by age for KCCD students in the 2010-11 through 2015-16 cohort. At all three colleges older students demonstrated the lowest rate of successful math progress.

Remedial Math Progress Rate by Age			
10-11 to 15-16 Cohort	**BC**	**CC**	**PC**
All Students	**28.8%**	**25.5%**	**39.4%**
< 20 years old	32.2%	26.1%	43.3%
20 - 24 years old	27.3%	22.2%	37.0%
25 - 39 years old	25.1%	30.1%	40.3%
40+ years old	17.7%	19.8%	30.9%

Metric Results: Remedial English Progress Rate

Remedial English Progress Rate Explanation: The percentage of credit students who start below transfer level in English and continue to successfully complete a transfer-level course in the same discipline within six years.

Cohort Description: Students attempting an English course coded at below transfer level. Placement into the cohort occurs when the student first attempts a course below transfer level in the specific discipline.

Outcome Description: Successful completion of a transfer level English course within six years.

2017 Results at a Glance

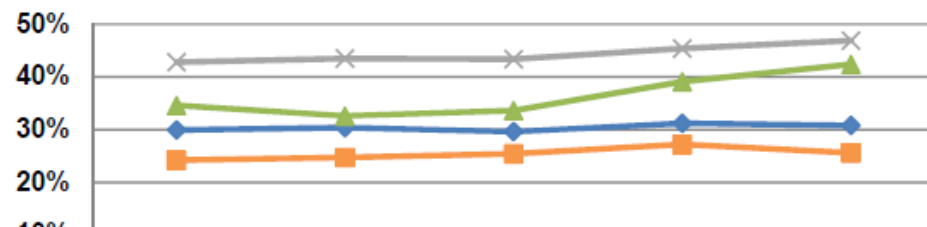| BC	CC	PC
30.8% ⬆	**25.6%** ⬆	**42.4%** ⬆

Results for the Most Recent Cohort (2010-11 to 2015-16)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of Remedial English Progress rates at the KCCD colleges as well as the statewide average.

Remedial English Progress Rate

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16
BC	29.9%	30.4%	29.6%	31.2%	30.8%
CC	24.2%	24.7%	25.4%	27.2%	25.6%
PC	34.6%	32.6%	33.6%	39.1%	42.4%
Statewide	42.8%	43.5%	43.4%	45.4%	46.9%

A Focus on Achievement Gaps

The table below shows Remedial English Progress rates by ethnicity for KCCD students in the 2010-11 through 2015-16 cohort. At BC, of ethnic groups with 30 or more students, Filipino students were most likely to progress while African American students were least likely. At CC and PC, there were only two ethnic groups with more than 30 students in the cohort (Hispanic and White). White students were more successful at CC and Hispanic students were more successful at PC.

Rates in gray italics indicate groups of fewer than 30 students.

Remedial English Progress Rate by Ethnicity			
10-11 to 15-16 Cohort	**BC**	**CC**	**PC**
All Students	**30.8%**	**25.6%**	**42.4%**
African American	15.3%	*16.0%*	*33.3%*
American Indian	*30.8%*	*3.8%*	*28.6%*
Asian	*44.4%*	*100.0%*	*63.6%*
Filipino	44.0%	*16.7%*	*61.1%*
Hispanic	29.8%	22.5%	44.0%
Pacific Islander	*33.3%*	*N/A*	*66.7%*
White	36.3%	27.6%	36.8%

Remedial ESL Progress Rate Explanation: The percentage of credit students who start below transfer level in ESL and continue to successfully complete a transfer-level course in the same discipline within six years.

Cohort Description: Students attempting an ESL course coded at below transfer level. Placement into the cohort occurs when the student first attempts a course below transfer level in the specific discipline.

Outcome Description: Successful completion of a transfer level ESL or English course within six years.
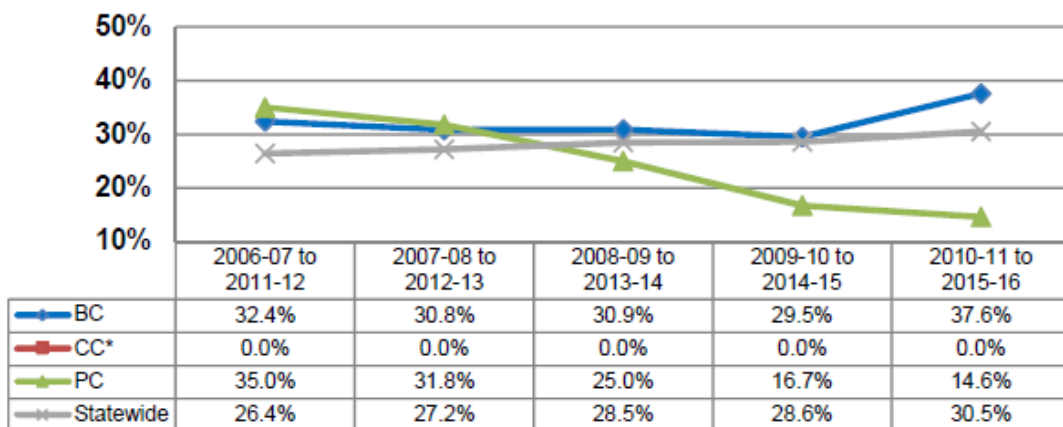
2017 Results at a Glance

BC	CC	PC
37.6% ⬆	**0.0%**	**14.6%** ⬇

Results for the Most Recent Cohort (2010-11 to 2015-16)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of Remedial ESL Progress rates at the KCCD colleges as well as the statewide average. CC did not have an ESL program during the time-period, resulting in unreliable data. PC had a very small program with few students.

Remedial ESL Progress Rate

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16
BC	32.4%	30.8%	30.9%	29.5%	37.6%
CC*	0.0%	0.0%	0.0%	0.0%	0.0%
PC	35.0%	31.8%	25.0%	16.7%	14.6%
Statewide	26.4%	27.2%	28.5%	28.6%	30.5%

A Focus on Achievement Gaps

The table below shows Remedial ESL Progress rates by gender for KCCD students in the 2010-11 through 2015-16 cohort. At BC, males were slightly more likely to achieve ESL progress than females. However, at PC females were almost three times more likely to achieve ESL progress than males.

Rates in gray italics indicate groups of fewer than 30 students.

Remedial ESL Progress Rate by Gender			
10-11 to 15-16 Cohort	**BC**	**CC ***	**PC**
All Students	**37.6%**	**0.0%**	**14.6%**
Female	36.7%	*0.0%*	18.2%
Male	38.6%	*0.0%*	6.7%

*CC did not have an ESL program in the time-period, resulting in unreliable data.

Metric Results: Transfer Level Math, Years 1 and 2

Transfer Level Math Explanation: The percent of first-time students who complete 6 units and attempt any Math or English in their first year, who complete a transfer-level course in Math in their first or second year.

Cohort Description: First-time students in the 2010-11 through 2014-15 cohorts who complete 6 units and attempt any Math or English course in their first year.

Outcome Description: The percentage of cohort students who complete a transfer-level course in Math in their first or second year.

2017 Results at a Glance - Transfer Level Math Year 1

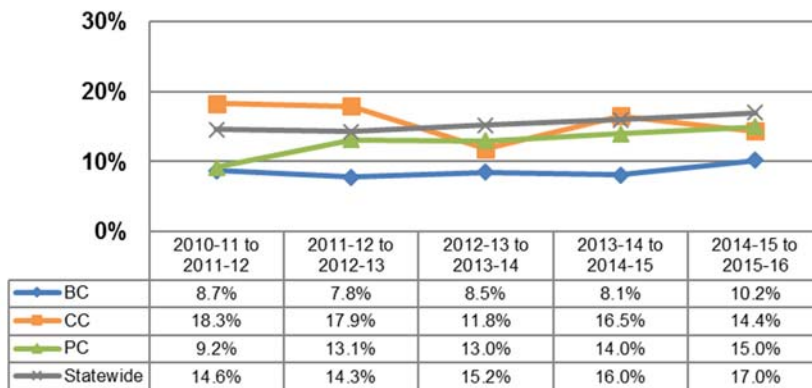| BC	CC	PC
10.2% ⬆	**14.4%** ⬇	**15.0%** ⬆

Results for the Most Recent Cohort (2014-15 to 2015-16)
Arrows indicate direction of the five-year trend

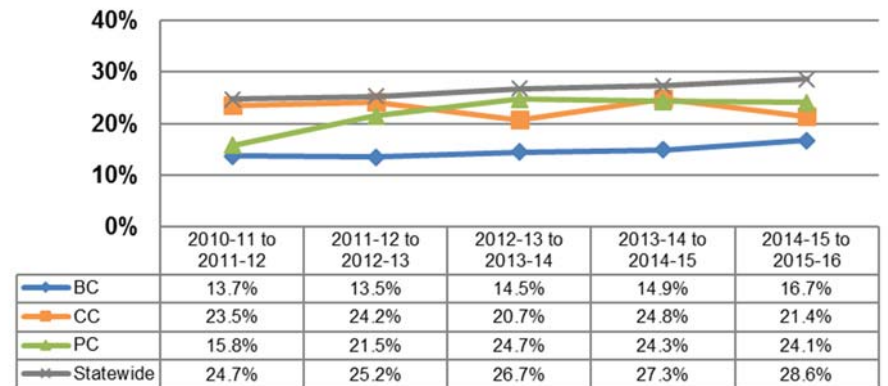**2017 Results at a Glance - Transfer Level Math Year 2**

BC	CC	PC
16.7% ⬆	**21.4%** ⬇	**24.1%** ⬆

Results for the Most Recent Cohort (2014-15 to 2015-16)
Arrows indicate direction of the five-year trend

Transfer Level Math - Year 1

	2010-11 to 2011-12	2011-12 to 2012-13	2012-13 to 2013-14	2013-14 to 2014-15	2014-15 to 2015-16
BC	8.7%	7.8%	8.5%	8.1%	10.2%
CC	18.3%	17.9%	11.8%	16.5%	14.4%
PC	9.2%	13.1%	13.0%	14.0%	15.0%
Statewide	14.6%	14.3%	15.2%	16.0%	17.0%

Transfer Level Math - Year 2

	2010-11 to 2011-12	2011-12 to 2012-13	2012-13 to 2013-14	2013-14 to 2014-15	2014-15 to 2015-16
BC	13.7%	13.5%	14.5%	14.9%	16.7%
CC	23.5%	24.2%	20.7%	24.8%	21.4%
PC	15.8%	21.5%	24.7%	24.3%	24.1%
Statewide	24.7%	25.2%	26.7%	27.3%	28.6%

Five-year Trend Results

Over the five years studied, BC and PC exhibited slight increases in the percentage of students completing Transfer Level Math in 1 or 2 years. CC exhibited a slight decrease in the percentage of students completing Transfer Level Math in 1 or 2 years.

Transfer Level English Explanation: The percent of first-time students who complete 6 units and attempt any Math or English in their first year, who complete a transfer-level course in English in their first or second year.

Cohort Description: First-time students in the 2010-11 through 2014-15 cohorts who complete 6 units and attempt any Math or English course in their first year.

Outcome Description: The percentage of cohort students who complete a transfer-level course in English in their first or second year.

2017 Results at a Glance - Transfer Level English Year 1

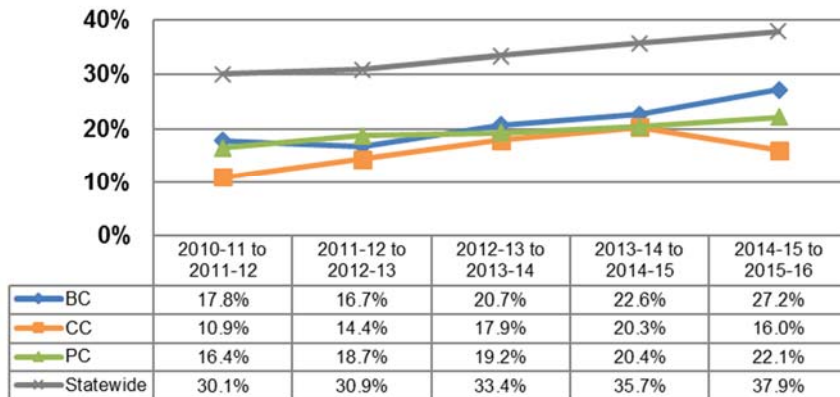| BC	CC	PC
27.2% ⬆	**16.0%** ⬆	**22.1%** ⬆

Results for the Most Recent Cohort (2014-15 to 2015-16)
Arrows indicate direction of the five-year trend

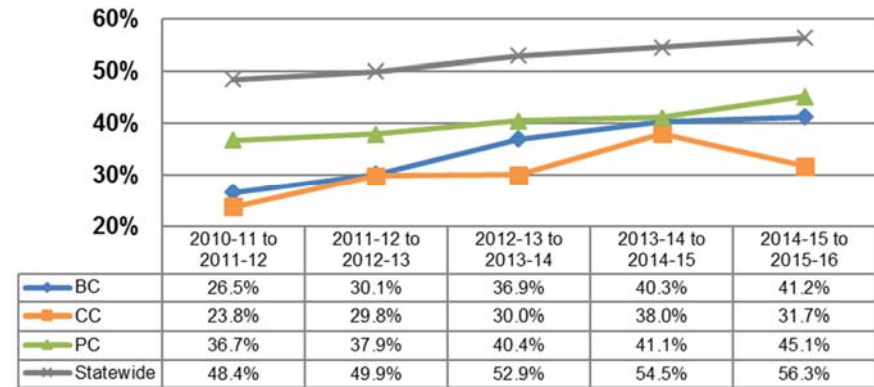**2017 Results at a Glance - Transfer Level English Year 2**

BC	CC	PC
41.2% ⬆	**31.7%** ⬆	**45.1%** ⬆

Results for the Most Recent Cohort (2014-15 to 2015-16)
Arrows indicate direction of the five-year trend

Transfer Level English - Year 1

	2010-11 to 2011-12	2011-12 to 2012-13	2012-13 to 2013-14	2013-14 to 2014-15	2014-15 to 2015-16
BC	17.8%	16.7%	20.7%	22.6%	27.2%
CC	10.9%	14.4%	17.9%	20.3%	16.0%
PC	16.4%	18.7%	19.2%	20.4%	22.1%
Statewide	30.1%	30.9%	33.4%	35.7%	37.9%

Transfer Level English - Year 2

	2010-11 to 2011-12	2011-12 to 2012-13	2012-13 to 2013-14	2013-14 to 2014-15	2014-15 to 2015-16
BC	26.5%	30.1%	36.9%	40.3%	41.2%
CC	23.8%	29.8%	30.0%	38.0%	31.7%
PC	36.7%	37.9%	40.4%	41.1%	45.1%
Statewide	48.4%	49.9%	52.9%	54.5%	56.3%

Five-year Trend Results

Over the five years studied, all three colleges displayed an increase in the percentage of students who completed Transfer Level English during their first and second year.

Metric Results: Career and Technical Education (CTE) Completion Rate

Career and Technical Education (CTE) Completion Rate Explanation: The percentage of students who completed courses classified as CTE in a single discipline and succeeded in completing a degree, certificate or transfer related outcome within six years.

Cohort Description: Students who attempt a CTE course for the first time and go on to complete more than 8 units in the subsequent three years in a single vocational TOP code (2-digit) where at least one of the courses is defined as either Apprenticeship, Advanced Occupational or Clearly Occupational.

Outcome Description: Achievement in one of the following outcomes within six years: earned an AA/AS or Certificate, transferred to a 4-year institution, or attained 'Transfer Prepared' status (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or better).
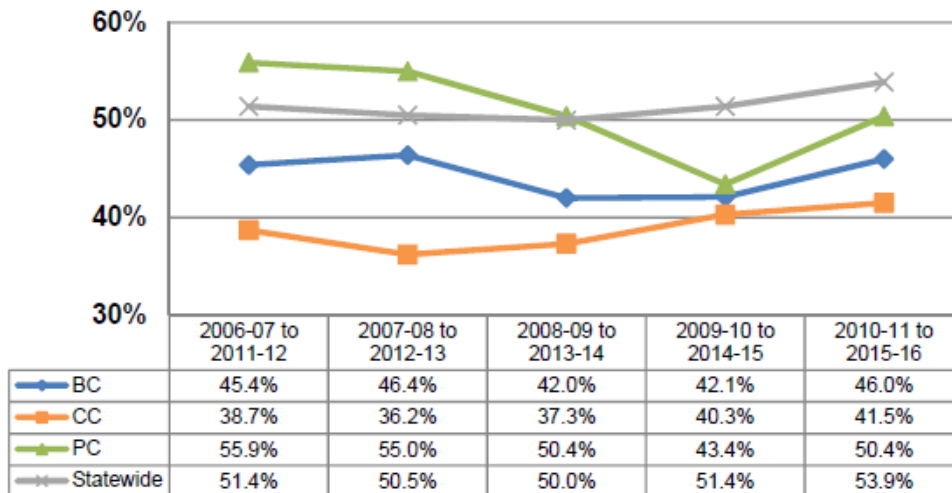
2017 Results at a Glance

BC	CC	PC
46.0% ⬆	**41.5%** ⬆	**50.4%** ⬇

Results for the Most Recent Cohort (2010-11 to 2015-16)
Arrows indicate direction of the five-year trend

Five-year Trend Results

The graph below displays a five-year trend of CTE Completion rates at the KCCD colleges as well as the statewide average.

CTE Completion Rate

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16
BC	45.4%	46.4%	42.0%	42.1%	46.0%
CC	38.7%	36.2%	37.3%	40.3%	41.5%
PC	55.9%	55.0%	50.4%	43.4%	50.4%
Statewide	51.4%	50.5%	50.0%	51.4%	53.9%

A Focus on Achievement Gaps

The table below shows CTE Completion rates by gender for KCCD students in the 2010-11 through 2015-16 cohort. Results indicate that females were more likely then males to complete a degree, certificate, or transfer outcome within six years at all three colleges. The gap size varies across colleges. At PC, the gap measured about 13 percentage points, while the BC gap was 7 percentage points and the CC gap was just 2 percentage points.

CTE Completion Rate by Gender	BC	CC	PC
All Students	46.0%	41.5%	50.4%
Female	49.6%	42.2%	56.9%
Male	42.3%	40.0%	43.2%

Skills-Builder Metric Explanation [new metric in 2016 - only two years of data available]: This metric was created to measure the success of students who demonstrated course behavior related to career skills advancement by successfully completing a limited number of courses while not earning a certificate, degree or transfer to a four-year college.

Cohort Description: Skills-builders are students who, during the academic year, complete at least half a unit of CTE coursework and do not fail any CTE coursework attempted. CTE coursework is defined as being Clearly Occupational or higher. These students were not enrolled the following year, did not earn an award, and did not transfer to a four year college.

Outcome Description: Annual inflation adjusted median percentage change in earnings (one year before to one year after) for all students in the cohort.

2017 Results at a Glance

BC	CC	PC
34.9% ⬆	**24.3%** ⬆	**34.6%** ⬆

Results for the Most Recent Cohort (2013-14 to 2015-16)
Arrows indicate direction of the two-year trend

Results

The graph below displays the 2012-13 and 2013-14 Skills Builder cohort median wage change, for students at the KCCD colleges as well as the statewide average. Among the 13-14 cohort, students at all three colleges reported a median wage change percentage greater than the statewide average.

A Focus on Achievement Gaps

The table below shows the median percentage wage change by age for the KCCD 2013-14 Skills-Builder cohort. At all three colleges, students under 20 years old reported the greatest percentage increase and students 20-24 years old reported the second-greatest percentage increase.

Skills-Builder Median Wage Change

Legend: ■ 2012-13 ■ 2013-14
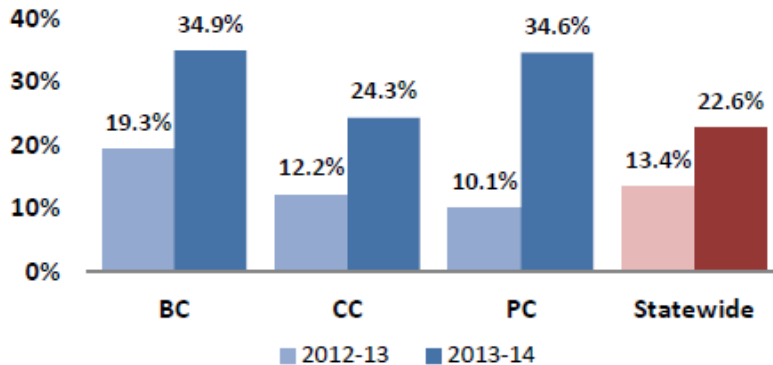
Rates in gray italics indicate groups of fewer than 30 students.

Median Wage Change by Age	BC	CC	PC
All Students	**34.9%**	**24.3%**	**34.6%**
< 20 years old	187.2%	*330.9%*	*137.2%*
20 - 24 years old	56.0%	76.0%	59.4%
25 - 39 years old	18.9%	21.8%	14.5%
40+ years old	10.7%	12.9%	*17.7%*